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ABSTRACT

This guide provides an overview to programs under the Elementary And Secondary Education Act of 1965 (ESEA) as reauthorized by the No Child Left Behind Act of 2001. These laws are the basis for most federal funding for the nation's schools. The guide is a layered document with information at a glance, as well as links to more detailed information and resources. It is intended to help local and state leaders and practitioners learn about opportunities for securing funding to improve arts education and to use the arts to improve overall student performance. The guide provides information about three major areas of reform resulting from the new law: (1) the inclusion of arts as a core academic subject; (2) the new accountability plans that each state must develop; and (3) the law's requirement for programs to be based on research. It presents one page descriptions of several U.S. Department of Education programs that have funded arts education projects in the past, or, in the case of new programs, those that show promise of doing so in the future. Each program description in the guide includes information on: program name; contact information and Web link site; citation to the No Child Left Behind Act; who may apply or otherwise participate; and amount of fiscal year 2002 funding. In some cases, a box at the bottom of each program page provides anecdotal information on how arts teachers and/or organizations have been or may become involved in the program. (BT)

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NO SUBJECT LEFT BEHIND:

A Guide to Arts Education Opportunities in the 2001 Education Act

APRIL, 2002

SO 034 093

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The document is a collaborative effort of the following organizations: ***American Arts Alliance, American Association of Museums, American Symphony Orchestra League, Americans for the Arts, Arts Education Partnership, Association of Art Museum Directors, Association of Performing Arts Presenters, Dance/USA, MENC: The National Association for Music Education, National Assembly of State Arts Agencies, National Environmental Education and Training Foundation, OPERA America, and Theatre Communication Group.***

NO SUBJECT LEFT BEHIND:
A Guide to Arts Education Opportunities in the 2001 Education Act

Introduction

Passage of a new framework for the federal role in public education has both opened opportunities and raised questions related to arts education. This publication provides an overview to programs under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the No Child Left Behind Act of 2001. These laws are the basis for most federal funding for the nation's schools. This guide is a layered document with information at a glance, as well as links to more detailed information and resources.

While this guide is not a government document, it is a successor to the U.S. Department of Education's 1997 guide to resources for state and local arts education leaders. It is intended to be a living document with periodic updates and revisions inserted where appropriate. **We hope this guide will help local and state leaders and practitioners learn about opportunities for securing funding to improve arts education and to use the arts to improve overall student performance.**

Major Areas of Reform

Readers will find important information about three major areas of reform resulting from the new law: the inclusion of arts as a **core academic subject**; the new **accountability plans** that each state must develop; and, the law's requirement for programs to be based on **research**.

Programs of the U.S. Department of Education

The No Child Left Behind Act gives greater authority to states to run their own programs with funding provided by the Department of Education, which in the past ran many of these programs itself. For practitioners, the practical effect is that they will apply for funding from and will be accountable to their own state education departments. We would also like to note that most federal education programs focus on low-income or low-achieving schools.

Readers will find one-page descriptions of several Department of Education programs that have funded arts education projects in the past or, in the case of new programs, ones that show promise of doing so in the future. Each program description includes information on:

- Program name
- Contact information and web site link
- Citation to the No Child Left Behind Act
- Who may apply or otherwise participate
- Amount of fiscal year 2002 funding

Programs will be added as more information becomes available. In some cases, a box at the bottom of each program page provides anecdotal information on how arts teachers and/or organizations have been or may be involved in the program.

Further Analysis of the No Child Left Behind Act

The No Child Left Behind Act is over 1,000 pages long. As this guide is not a complete analysis of the bill, please consider reviewing two comprehensive but brief summaries of the law itself:

U.S. Department of Education's *Preliminary Overview of Programs and Changes*
www.ed.gov/offices/OESE/esea/progsum

U.S. Department of Education's *No Child Left Behind* Web Site
www.nochildleftbehind.gov

Learning First Alliance's *Major Changes to ESEA in the No Child Left Behind Act*
www.learningfirst.org/pdfs/nochildleft.pdf

Resources for Arts Education Advocates

Arts and Learning Resources for State Leaders (www.nasaa-arts.org/nasaanews/index_anl.htm), a web site created by the National Assembly of State Arts Agencies, is a clearinghouse of information and resources supporting arts education. Included in this site is a collection of web links to organizations, foundations, and federal agencies supporting arts education, as well as a broad list of links to research, organized by topic and arts discipline. Also a growing resource, the Arts and Learning site encourages suggestions for new links to resources you offer or find useful.

This document is the result of a collaborative effort on the part of the following organizations:

American Arts Alliance (www.americanartsalliance.org)
American Association of Museums (www.aam-us.org)
American Symphony Orchestra League (www.symphony.org)
Americans for the Arts (www.AmericansForTheArts.org)
Arts Education Partnership (www.aep-arts.org)
Association of Art Museum Directors (www.aamd.org)
Association of Performing Arts Presenters (www.artspresenters.org)
Dance/USA (www.danceusa.org)
MENC: The National Association for Music Education (www.menc.org)
National Assembly of State Arts Agencies (www.nasaa-arts.org)
National Environmental Education and Training Foundation (www.neetf.org)
OPERA America (www.operaam.org)
Theatre Communications Group (www.tcg.org)

This document will be updated on a periodic basis. Please send comments and suggestions to Heather Watts, American Symphony Orchestra League, hwatts@symphony.org.

THE ARTS ARE A CORE ACADEMIC SUBJECT

The No Child Left Behind Act of 2001 includes in almost every section of the law support and assistance for "core academic subjects."

The No Child Left Behind Act's definition of core academic subjects includes the arts.

In this respect, the arts were given equal billing with reading, math, science, and other disciplines. And this definition could lead to a huge improvement in national education policy. This means that whenever federal education programs (such as teacher training, school reform, and technology programs) are targeted to "core academic subjects," the arts may be eligible to receive funds. Such a broad recognition of the arts has never before been included in the Elementary and Secondary Education Act.

It's the Law

The definition of core subjects in the new law is located in Title IX, Part A, Section 9101 (1)(D)(11), Definitions.

Here is how the definition reads:

`(11) **CORE ACADEMIC SUBJECTS**- The term `core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The definition of core academic subjects is included in the glossary of the bill, which tells local and state education decision-makers how to interpret the concepts used throughout the Act. However, these decision-makers may not be aware that the arts are identified as a core subject in the Act and, as a result, may be unaware that many types of federal education funds may be used for arts education.

Be Vigilant and Take Action

1. Speak up as local and state education agencies determine how to allocate their federal funds and prepare their education plans.
2. Tell local and state decision makers that:
   - The Congress, White House, and U.S. Department of Education have recognized the arts as one of the core academic subjects.
   - Learning in and through the arts contributes to overall student achievement.
   - Federal funds for boosting student achievement and teacher preparation can be used for the arts.

STATE PLANS: A GOLDEN OPPORTUNITY

The No Child Left Behind Act requires states to develop plans to improve student achievement. The states must consult with local education agencies, teachers, administrators, parents, and other staff. Some states may have broader consultation. Clearly, this presents a golden opportunity for arts education to get in at the ground floor of the new phase of education reform.

What the State Plans Require

The plans must require, as in previous law, "challenging academic standards" for content and achievement in at least math and reading. However, the new law also calls for science standards, beginning in the 2005-06 school year, *and allows for standards in other subjects as determined by the states*. State plans must also require yearly assessments in math and reading for grades 3-8 beginning in 2005-06, and beginning in 2007-08, science assessments for grades 3-5, 6-9, and 10-12. At the states' discretion, students may be measured in other academic subjects. States may use a variety of other indicators to assess progress. They will have to provide information to the U.S. Department of Education on their science, reading, and math results, but they may provide other information as well. Plans must include "sanctions and rewards" to ensure that schools make "adequate yearly progress" which is based *at a minimum* on math, reading and science. Failure to meet the requirements of the No Child Left Behind Act may entail loss of funds for administering federal programs.

No Child Left Behind requires a planning process that will take at least a year and a half, with preliminary plans required first followed by fully developed plans. Clearly, implementation and fine-tuning will continue beyond that time period. *Even after preliminary plans have been submitted, seek opportunities to participate in the ongoing planning process.*

What to Recommend to State Planners

From the standpoint of arts, the plans present many opportunities. At a minimum, arts educators can urge states to:

- **Include the arts, as appropriate, in both the content standards and assessments in math, reading, and science. Also encourage states to consider assessments the arts.** To find the status of arts standards and assessments in your state, visit the Arts Education Partnership's 2001-2002 State Arts Education Policy Database (www.aep-arts.org/policysearch/searchengine). Also learn more about: the national math standards (www.nctm.org/standards); the national science standards (www.nap.edu/books/0309053269/html/index.html); and the national language arts standards (www.ncte.org/standards).

- **Use open response questions in assessments of student progress.** This type of assessment requires the ability to solve problems and think critically, abilities that arts education fosters. Examples may be found in the 1997 National Assessment of Education Progress in the Arts (nces.ed.gov/nationsreportcard/arts).

- **Recognize arts education as one of many viable strategies for whole school improvement.** Examples include the Galef Institute's Different Ways of Knowing model (www.galef.org), and the A+ Schools Program (www.aplus-schools.org/index.htm), initiated by the Thomas S. Kenan Institute for the Arts.

- **Develop and disseminate best practices for partnerships between schools and community-based organizations.** One resource for school-based programs that involve the community can be found at the Coalition for Community Schools (www.communityschools.org/tech.html). Arts-specific information can be found at the Arts Education Partnership web site in two resources:
  Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community (aep-arts.org/LP/LPindex.html)
  Gaining the Arts Advantage: Lessons from Schools Districts that Value Arts Education (www.aep-arts.org/PDF%20Files/GAA%20Report.pdf)

- **Perform an audit of the state of arts education in local school districts.** The Kennedy Center's Alliance for Arts Education Network has an online tool titled *A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities* (kennedy-center.org/education/kcaaen/specialinitiatives).

Contacting State Planners: While the planning process will likely vary from state to state, in most states it will be driven by four main people: the governor, and the heads of the state department of education, Title I, and the state board of education. Find your state planners by clicking on the following:

Governors (www.nga.org/governors/1,1169,,00.html)
State Departments of Education (www.ccsso.org/seamenu.html)
Title I Directors (www.titlei.org/Contacts/contact_directors.html)
State Boards of Education (www.ibiblio.org/cisco/schoolhouse/schools/boards/)

Also, consider contacting other state-level arts education policymakers:

State Arts Agency Arts Education Managers (www.nasaa-arts.org/aoa/saadir.shtml)
Each state arts agency has an Arts Education Manager, which can be found by visiting the web site for your state arts agency.

State Alliances for Arts Education (www.kennedy-center.org/education/kcaaen)
The Kennedy Center Alliance for Arts Education Network includes 46 state Alliance organizations in support of arts education. From the site, click on "State Alliance Information."

A NEW EMPHASIS ON RESEARCH

The No Child Left Behind Act of 2001 stresses, in almost every section of the law, that decisions about the allocation of federal resources for education should be based on "scientifically based research." The intent, as interpreted in the U. S. Department of Education's draft Strategic Plan, is no less than to leverage this new decision-making process to "transform education into an evidence-based field."

This new approach to education reform means that those who support arts education will have to become more familiar with the work of the research community. And it poses three basic procedural challenges:

1. **Defining what constitutes acceptable "scientifically based research" for the purposes of administering our educational system.**

   The law specifies that research should involve "the application of rigorous, systematic, and objective procedures to obtain reliable programs and valid knowledge relevant to education activities and programs." It further defines research with terms like "empirical," "rigorous data analyses," "valid and reliable data across observers," and "experimental or quasi-experimental designs." In sum, the definition is narrow to the point that scholars, administrators, teachers, and decision-makers in most curricular areas (including the arts) are likely to find that the data to support programs - even programs acclaimed as highly successful by all concerned - is difficult to come by.

2. **Encouraging and instituting research in arts education activities and programs that meets the procedural definition of acceptable research.**

   Encouraging and tracking research that meets the new standard will become important in the six years for which this authorization of our national education legislation provides the blueprint.

3. **Working to ensure that, as a practical matter, important information regarding the real-world growth and development of American children is not excluded from the decision-making process because it has not been collected or formulated in terms of "scientifically based research."**

   Arts-related research that is certain to meet the emerging definition of "scientifically based research" exists alongside other valuable but less narrowly construed research. One important aspect of the law is that, in addition to stressing strictly quantitative research, the law supports research that is "accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review."

Finally, it is important to note that Congress is currently considering legislation that would significantly restructure the U.S. Department of Education's Office of Educational Research and Improvement. The outcome of the new law will influence how the Department implements the No Child Left Behind Act's research requirements.

Resources

A list of **Arts-Related Research** (www.nasaa-arts.org/nasaanews/al_research.htm) is provided on the National Assembly of State Arts Agencies' web site, Arts and Learning Resources for State Leaders.

A **Research Page** (www.ed.gov/nclb/research/) on the U.S. Department of Education's web site includes transcripts of a February 6, 2002 seminar on scientifically based research.

Critical Links: Learning in the Arts and Student Academic and Social Development will be available from the Arts Education Partnership (www.aep-arts.org) after May 16. Studies included for review in this research compendium have met rigorous education research criteria.

Scientific Research in Education (www.nap.edu/books/0309082919/html), published by the National Research Council, discusses, in laymen's terms, the various forms in which scientifically based education research can occur, and includes classroom examples.

TITLE I: GRANTS TO LOCAL EDUCATION AGENCIES

Phone: (202) 260-0826, E-mail: OESE@ed.gov
http://www.ed.gov/offices/OESE/CEP/cepprogresp.html

Title I, Part A provides funds to state departments of education and in turn to local school districts and schools to provide quality learning opportunities for students in low-income schools to meet challenging academic standards. While Title I funds are, in part, allocated to meet the achievement goals required in the new state plans (see pg. 4), Title I funds are not limited to reading, math, and science programs. States may also choose to allocate Title I funds to schoolwide programs that strengthen all core academic subjects in the school, including the arts (see pg. 3).

In the Title I programs, extended learning opportunities are strongly encouraged and schools are to reduce the amount of time children are taken out of their regular classroom activities. The goal is to minimize pull-out programs, and support higher order thinking skills rather than rote skills, accelerated curriculum rather than drill and practice, and the use of effective strategies based on research. Schools with 50 percent of low-income students are eligible to operate schoolwide programs that serve all children.

Title I funds are allocated to local educational agencies that meet the requirements of 4 separate funding formulas: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Allocations are based primarily on the number of poor children in each school district or local education agency (LEA). LEAs receive a single combined allocation that is adjusted by the State under certain circumstances.

Program Office Contact: Contact your state department of education or school district's Title I coordinator.

Legislation: Elementary and Secondary Education Act of 1965, Title I, Part A, as amended by the Improving America's Schools Act (20 U.S.C. 6301 et seq.)

Type of Assistance: Formula grants to state departments of education that are then passed on formula grants to local school districts.

Who May Apply: State education agencies receive funds from U.S. Department of Education. Local districts and schools receive formula grants from states.

FY 02 Appropriations: $10.35 billion

Many schools districts have previously elected to include the arts in the use of Title I funds, and the U.S. Department of Education has a track record of encouraging schools to include the arts in Title I programs. A June 2001 letter from Joseph Johnson, Director of Compensatory Education Programs, also encourages the arts education community to become involved in the Title I planning process. The letter is available on the Arts Education Partnership web site at: www.aep-arts.org/Funding.html.

COMPREHENSIVE SCHOOL REFORM PROGRAM

compreform@ed.gov
www.ed.gov/offices/OESE/compreform

The Comprehensive School Reform Program supports the development, adoption, and implementation of comprehensive school reforms based on reliable research and effective practice and that will improve the academic achievement of children in participating schools. The No Child Left Behind Act creates a separate authorization for the program, which was created by a 1998 appropriations bill sponsored by Reps. John Porter and David Obey – hence the program is often referred to as "Porter-Obey".

Program Office Contact: The Department provides no individual contact name. The switchboard number for the Office of Elementary and Secondary Education, which houses this program, is 202-401-0113. Inquiries may also be addressed to compreform@ed.gov. The web site listed above provides application forms, a database of existing grants and programs, a listing of state education department contacts, and related literature.

Legislation: Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part F.

Type of assistance: Formula grants to the states, based on student population.

Who may apply: Local educational agencies and consortiums may apply to state departments of education for grants to support comprehensive school reforms in Title I schools.

FY 02 Appropriation: $310,000,000

Existing school reform models, such as the Galef Institute's Different Ways of Knowing, offer opportunities for funding arts-based education programs in schools. More information on the Galef program is available at www.dwoknet.galef.org. A further example, the A+ Schools Program (www.aplus-schools.org/index.htm), is recognized in North Carolina as an appropriate strategy for schools planning and implementing school reform programs under the Porter-Obey Comprehensive School Reform Demonstration program. Several states develop school reform programs separate from the federal initiative; contact your state education agency to learn about further opportunities for support.

ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS

(202) 260-2502

www.ed.gov/offices/OESE/SIP/programs/apip.html

Previously authorized under the Higher Education Act, this section is designed to encourage more low-income students to take Advanced Placement (AP) courses and tests. The reauthorization creates two separate programs, one that defrays fees for AP tests (test-fee program), and one that offers funding for activities (incentive program), such as teacher training and pre-AP course development, designed to increase access to AP classes.

Program Office Contact:
Madeline Baggett
(202) 260-2502
Madeline.Baggett@ed.gov

Legislation: Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part G.

Type of assistance: The test-fee program is formula-based; the incentive program is competitive.

Who may apply: The definition of "eligible entity" for this program has been expanded to include State education agencies, local educational agencies and national nonprofit educational entities with expertise in AP services.

FY 02 Appropriation: The program is funded at $22 million. Priority is given to funding the test fee program, with any remaining funds distributed for the incentive program. It is not clear whether there will be "remaining funds" this year. For the incentive program grants, priority is given to applications that focus on developing or expanding advanced placement programs and participation in the core areas of English, mathematics, and science. Priority is also given to applications that involve participation of business and community organizations.

This program provides an opportunity for arts education providers to obtain funding from local education agencies for teacher training and other services related to Advanced Placement (AP). Some institutions, such as the Cleveland Museum of Art, already offer AP courses for secondary students at schools that do not offer such courses on their own. Potential subjects include: Art History, Environmental Science, Human Geography, Music Theory, and Studio Art.

21st CENTURY COMMUNITY LEARNING CENTERS

202-401-0113

www.ed.gov/offices/OESE/21stcclc

The 21st Century Community Learning Centers program funds before and after school, weekend, and summer programs designed to enhance school day academics and to provide enrichment, recreational and social services. Established in 1997, the program undergoes several changes with the No Child Left Behind Act. First, community-based organizations may now apply (formerly, only schools and school districts were eligible). Similarly, programs may be housed in community organizations as well as in schools. Applications will now be made to state departments of education instead of to the federal level. Other changes include a stronger focus (though not an exclusive one) on reading and math. The arts are mentioned in the legislation as allowable activities.

Program Office Contact: The U.S. Department of Education web site includes a list of state 21st Century Community Learning Center contacts (http://www.ed.gov/offices/OESE/21stcclc/statecontacts.html). Inquiries may also be addressed to 21stCCLC@ed.gov. The web site listed above includes a wealth of information, application forms, and a database of existing grants.

Legislation: Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title IV, Part B.

Type of assistance: Formula grants to states, based on student population.

Who may apply: Schools, school districts, and community-based organizations may apply singly or together to state departments of education. Priority will given to applications targeting Title I schools and submitted jointly by schools and community-based organizations.

FY 02 Appropriation: $1 billion, of which $325 million will be available for new programs and the remainder will fund continuation of previous grants. Grants are multi-year.

This program provides an outstanding opportunity for the arts. The U.S. Department of Education in partnership with the National Endowment for the Arts produced a helpful publication, "How the Arts Can Enhance After School Programs", highlighting examples of arts-based community centers; a free copy can be ordered on-line at www.ed.gov/pubs. Also, the John F. Kennedy Center for the Performing Arts has constructed a protocol for quality after school programs; a copy can be downloaded from: www.kennedy-center.org/education/kcaaen/specialinitiatives.

PUBLIC CHARTER SCHOOLS

202-205-9178

www.ed.gov/offices/OESE/SIP/programs/pcsp.html

Provides financial assistance for the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff and parents.

Program Office Contact: Donna Hoblit, (202) 205-9178, donna.hoblit@ed.gov, School Improvement Programs, Office of Elementary and Secondary Education.

Legislation: 1995-2001: ESEA as amended by the Improving America's Schools Act Title X, Part C; 2002- : ESEA as amended by the No Child Left Behind Act, Part B.

Changes made by No Child Left Behind Act: According to the U.S. Department of Education, the new law has only minor changes in language, except that it authorizes a new "per-pupil facilities charge" to help schools with their facilities cost. However, the FY '02 appropriation includes no funding for this charge.

Type of assistance: Competitive grants at the federal level.

Who may apply: State education agencies (SEAs) that have authority under state law to authorize or approve a charter school may apply to the U.S. Department of Education. If the SEA does not apply or is not funded, authorized public chartering agencies within these states may apply.

FY 02 Appropriation: $200,000,000

A host of charter schools boast of strong arts programs, and several have adopted the arts as an organizing theme. For example, the Metropolitan Arts Institute in Phoenix, AZ "embraces creativity as the door to learning", while students at the Leonardo da Vinci Public Academy of Science and Art in Boston "master fundamental academic skills as they develop a rich understanding of the critical relationships between science and art." Some charters are housed in universities and cultural institutions, particularly museums, and many have developed strong relationships with such institutions.

NATIONAL WRITING PROJECT

www.writingproject.org

The legislation directs that all National Writing Project federal funds (the project has other funding sources) be awarded via a noncompetitive grant to the National Writing Project (NWP), a nonprofit international educational organization located in Berkeley, California. NWP contracts with local sites – usually post-secondary institutions, school districts, or other nonprofit educational providers – to operate in-service teacher development programs.

The National Writing Project is a network of 165 "sites" that are housed at universities in all 50 states with the goal of improving the teaching of writing through professional development programs for teachers. Sites are located within a college or university community, usually in the College of Education or Department of English. A university applies for site status through a lengthy potential site application process. The NWP adds 8 - 10 new sites each year.

Program Office Contact: Because this is a regrant program, there is no individual contact name at the U.S. Department of Education. Inquiries should be addressed to nwp@writingproject.org, or visit the National Writing Project's web site at www.writingproject.org. The program is fully described on the web site and a listing of all "sites" can also be found.

Legislation: Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title II, Part C, Subpart 2.

Type of Assistance: Noncompetitive grant from the U.S. Department of Education to the National Writing Project. NWP sites may be contacted to explore the possibility of establishing a local partnership.

Who may apply: NWP contracts with local sites – usually post-secondary institutions, school districts, or other nonprofit educational providers.

FY 02 Appropriation: $15 million to the National Writing Project.

Many NWP sites partner with community arts agencies and groups to provide professional development opportunities for teachers and programs for youth. Nonprofit arts organizations would not be in the position to apply to become a site, but they could contact a particular site in their area to explore the possibility of developing a local partnership.

GIFTED AND TALENTED STUDENTS

www.ed.gov/offices/OESE/Javits/grant-info.html

The purpose of this program is to initiate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools nationwide to meet the special education needs of gifted and talented students. The program will fund two sets of grants this fiscal year: one set will support research and development efforts to develop proven models for economically disadvantaged and minority students who are gifted and talented; and, the other will support state and local efforts to improve services for gifted and talented students.

Programs and projects may include:

- Implementing innovative strategies, such as cooperative learning, peer tutoring and service learning
- Carrying out professional development (including fellowships) for personnel (including leadership personnel) involved in the education of gifted and talented students.

Program Office Contact: Office of Educational Research and Improvement

Legislation: No Child Left Behind Act of 2001, Title V, Subpart 6 – Gifted and Talented Students

Type of Assistance: Competitive grants at the federal level.

Who May Apply: State education agencies, local educational agencies, institutions of higher education, other public agencies and other private agencies and organizations.

FY2002 Appropriation: $11.25 million total appropriation. $8.8 million available for grants. Projected application deadline is June 7, 2002.

The Ohio Department of Education (ODE) in partnership with the Ohio Arts Council (OAC) and Ohio Alliance for Arts Education (OAAE) was awarded a Jacob K. Javits Gifted and Talented Students Education Program grant in 2000 to introduce new processes to identify and serve gifted and talented students in the performing and visual arts. The three-year grant totaling $419,380, will help to support the implementation of fair and valid assessment processes for all students in the arts and will create a comprehensive program to demonstrate how the recognition and development of students' artistic abilities can lead to academic improvement and changes in teaching and learning. The goal of Project START ID is to identify and serve students, including economically disadvantaged, special education and bilingual students, who would not be identified through traditional means of gifted assessment.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

(202) 260-3954, Bill Modzeleski
www.ed.gov/offices/OESE/program.html

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities, including the arts, in our nation's schools. This program is designed to prevent violence in and around schools, and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State and community efforts and resources. Performance measurements and evaluation components of each program must include identification and reduction of risk factors and increases in the prevalence of protective factors. (See information in box below.)

Program Office Contact: The head of the Safe and Drug Free Schools program is Mr. Bill Modzeleski. For general information, please call (202) 260-3954 or email questions to safeschl@ed.gov.

Legislation: Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title IV, Part A.

Type of assistance: The Safe and Drug-Free Schools Program consists of two major programs: State Grants for Drug and Violence Prevention Programs, and National Programs. State Grants is a formula re-granting program that provides funds to State and local education agencies, as well as Governors, for a wide range of school- and community-based education and drug and violence prevention activities. National Programs carries out a variety of discretionary initiatives that respond to emerging needs for training, technical assistance, evaluation, and dissemination of model programs.

Who may apply: Schools, school districts, community-based organizations, and other public and private entities may apply singly or as consortia thereof to state departments of education. Some funds are available on a competitive basis directly from the U.S. Department of Education.

FY 02 Appropriation: $644 million

The U.S. Department of Justice, National Endowment for the Arts, Americans for the Arts and three local arts agencies produced a benchmark evaluation report, **YouthARTS Development Project**, on how strategically-designed after school arts programs for youth at-risk can measurably reduce such identified risk factors a truancy, negative peer influence, lack of adult supervision. This report also measured how these arts programs successfully increased identified protective factors such as mentoring, opportunities for recognition and achievement, positive peer influence, improved self-respect. To access research findings and descriptions of the evaluated arts programs, please visit www.AmericansForTheArts.org/public_awareness/pac_article.asp?id=616.

MAGNET SCHOOLS ASSISTANCE

(202) 260-2476

www.ed.gov/offices/OESE/SIP/programs/msadd.html

The Magnet Schools Assistance program provides grants to establish and operate magnet schools in local educational agencies that are under a court ordered or federally approved voluntary desegregation plan to eliminate, reduce or prevent minority group isolation in elementary and secondary schools. Magnet Schools offer a wide range of programs that have served as models for school improvement efforts. New allowable uses of funds for magnet schools include activities to promote sustainability of local programs, such as professional development, and activities that enable schools to serve students attending a school but not enrolled in the magnet program.

Program Office: Office of Elementary and Secondary Education, School Improvement Programs

Legislation: No Child Left Behind Act of 2001, Title V, Part C

Type of Assistance: Competitive grants at the federal level.

Who May Apply: Local education agencies and consortia of such agencies, where appropriate

FY2002 Appropriation: $110,000,000

Boston Public Schools received $2,219,064 in 2001 to implement a Magnet Schools project. Edwards Middle School will receive about $220,000 a year for three years from the grant to create a new magnet school program with a performing arts curriculum. With 515 students in grades 6 – 8, the arts program will attract students of varied background – social, economic, racial, ethnic – from the diverse neighborhoods. Community involvement will take the form of contracts with local arts organizations to expand the after school offerings, which will include most of the students in the school. Community organizations working with the school include two umbrella organizations: The Boston Arts Cultural Alliance, and organization of over seventy local arts organizations; and Arts In Progress, a non-profit whose mission is to bring the arts into the schools through artists-in-residence and artist educators.

U.S. Department of Education
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